

## Evaluation Of Training Deficiencies In Vocational Guidance By The Educational Counselor

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**Abstract:** The current research aims to evaluate training deficiencies in vocational guidance by the educational counselor, to identify the extent of the capacity of the field of professional theories, occupational classification, standards, training needs, and training requirements to develop training deficiencies in career guidance by educational counselors. Also, identifying whether there are statistically significant differences at the level of (0.05) among the individuals of the basic research sample in the general average for each of the ability of the field (professional theories, professions classification, standards, training needs, training requirements) to develop training needs in Vocational guidance according to the gender variable (males, females). After completing the preparation of the research tool and ensuring its validity and stability, the basic application was carried out on the basic research sample of 103 male and female mentors with the aim of evaluating training deficiencies in career guidance by the educational counselor, and identifying the significance of the differences between them in terms of gender in this field.

### The results of the current research reached the following:

- 1.The results of the statistical analysis showed that vocational guidance is unable in the field of professional theories to develop training deficiencies in vocational guidance by the educational counselor, and the researcher explains this to their poor possession of information on how to apply professional theories, and also they have no idea about professional theories.
- 2.The results of the statistical analysis indicated that they need to develop training deficiencies in career guidance by educational counselors in the field of occupational classification.
- 3.Their lack or need to know measures of professional tendencies, trends and values and their impact on professional choice. They also do not have knowledge of the various means necessary to analyze the student's personality.
- 4.The results of the statistical analysis also showed that the vocational guidance is unable in the field of training requirements to develop the training deficiencies of the educational counselor.
5. There are no differences between males and females in terms of the ability of the field (occupational theories, professions classification, standards, training needs, training requirements) to develop training deficiencies in vocational guidance.

### Chapter 1

#### Research problem:

Despite the importance of vocational guidance in the work of the guide and its decisive role in the success or failure of the guiding process, we note that this topic has not been studied in a manner consistent with the effective impact it has on the success of the extension process.

Given the importance of the topic, the researcher was encouraged to evaluate training deficiencies in vocational guidance by the educational counselor, in order to reveal the strengths and weaknesses of the deficiency or training needs towards vocational guidance services in educational and educational institutions, so this study will answer a set of questions, as follows:

- 1 -What is the ability of the field of professional theories to develop training deficiencies in career guidance by the educational counselor?
- 2.To what extent is the capacity of the profession classification field to develop training deficiencies in vocational guidance by the educational counselor?
- 3 .What is the extent of the ability of the metrology field to develop training deficiencies in career guidance by the educational counselor?
- 4 .What is the ability of the field of training needs to develop training deficiencies in vocational guidance by the educational counselor?
- 5 .What is the ability of the field of training requirements to develop training deficiencies in vocational guidance by the educational counselor?
- 6 -Are there statistically significant differences at the level of (0.05) among the individuals of the basic research sample in the general average for each of the ability of the field (occupational theories, occupational

classification, standards, training needs, training requirements) to develop training needs in career guidance? According to the gender variable (males, female?)

**Research importance:**

Career guidance and counseling in the third world is a basic and main concept and the preoccupation of thinkers, intellectuals and psychologists, and it is also of great importance in raising the efficiency of individuals and society and developing their capabilities, especially in our developing societies which need this kind of guidance to follow in their relentless pursuit of the technological revolution that It took many forms and wide dimensions beyond imagination, which makes work and profession of great importance in a person's life, as it determines the type of activity in which a person spends most of his time, and who exerts his utmost efforts, and finds in it a new way to express his inclinations, abilities, talents, aspirations and needs. With whom he mixes and the type of colleagues and friends he deals with and lives among them most of the time, and the work determines the economic and social level of the individual (Necati, 1994, p. 26).

**Research aims**

1. Identify the extent of the capacity of the field of professional theories to develop training deficiencies in career guidance by the educational counselor.
2. To identify the extent of the capacity of the professions classification field to develop training deficiencies in vocational guidance by the educational counselor.
3. Identify the extent of the capacity of the metrology field to develop training deficiencies in career guidance by the educational counselor.
4. Identify the extent of the ability of the field of training needs to develop training deficiencies in professional guidance by the educational counselor.
- 5 -Identify the extent of the ability of the field of training requirements to develop training deficiencies in vocational guidance by the educational counselor.
- 6 .Knowing that there are statistically significant differences at the level of (0.05) among the individuals of the basic research sample in the general average for each of the ability of the field (professional theories, occupational classification, standards, training needs, training requirements) to develop training needs In vocational guidance according to the gender variable (males, females).

**Search limits**

- 1 -Human borders: a selected sample of educational counselors who are still continuing in their extension work.
- 2 .Spatial boundaries: secondary schools (intermediate and preparatory) in Maysan Governorate.
- 3 -Time limits: for the academic year (2019-2020).

**Define terminology**

**First . Evaluation**

- Abu Al-Hagha defined it: (2001) (as a process that a person or group undertakes to know the extent of his success or failure when he does something) (Abu Al-Hagha, 2001, p. 169).
- and defined by Al-Janabi (2002), as issuing judgments and decisions about the validity and suitability of information to reach conclusions and decisions according to the quality and validity appropriate to what we know and remember and what our thinking produces (Al-Janabi, 2002, p. 26).

**Second . Training deficiencies**

- Arafa Hilal, (2002), as a set of needs or variables that are required to be created in the knowledge, information, skills, and attitudes of the individual in order to prepare them and prepare them, and make them achieve the performance required by the currency with a degree of quality and perfection (Al-Omran, 2013, p.8).

**Third . Guidance**

- Arafa Melhem (2010 AD) (is a group of services that aim to help the individual to understand himself and his problems, to exploit his own potentials of abilities, skills, preparations and inclinations, and to exploit the potential of his environment and set goals consistent with his potential and the potential of his environment on the other hand, as a result of his understanding of himself and his environment. (Melhem, 2010, p. 48).

**Fourthly . Professional guidance**

Arafa Al-Khalidi and others (2011 AD) (is to help the individual to develop and accept his self-image integrated and appropriate with his role in the world of professions, as well as to help him to tell this image in the real world and to transform it into a reality so that he is guaranteed happiness and his community benefit) (Al-Khalidi and others, 2011, p.25.)

- Arafa Ladhhan (2010 AD) (it is one of the necessary, important and necessary processes to determine the professional future of an individual by helping him to know his capabilities, preparations and tendencies, and thus determining the type of work that suits him and which he can learn easily and through which he can achieve tangible success in the future) (ALDAHMAN And Abd Rabbo, 2010, p. 25).

## **Chapter II**

### **Theoretical background**

#### **First . Evaluation**

##### **•Evaluation concept:**

The concept of Evaluation is as old as humanity, as it passes through multiple stages. In the reform era (1800-1900), mental tests, methods of education and the application of psychological and behavioral measures in educational problems began, appeared and were completed, and the application of psychological and behavioral measures in educational problems. In addition, it takes the form of a subspecialty to become a "precise" specialization and has emerged as an independent academic specialization, as it has an enhanced role in planning important projects and overseeing their implementation in order to achieve the goal of education and its development, as well as developing curricula or study programs and their policies, so it has become any educational program Or my teaching is not without the evaluation program, all of this contributes to the prosperity of the Evaluation in all different educational and educational fields (Shoala, 2000, pp. 24-25).

In its linguistic origin, the word evaluation means assessing a thing, giving it a value, judging it, and fixing its warp. In the Holy Qur'an the Almighty says: "We have created humans in the best possible evaluation," and an indication of what God has bestowed upon man in terms of reason, understanding, and standing upright. The difference between evaluation and evaluation is that evaluation is limited to indicating the value of something and calculating it. As for the evaluation, it is more than modification, correction and education (Al-Jaghoub, 2002, p. 226).

##### **The importance of the Evaluation:**

Among the most important reasons that emphasize the necessity of conducting evaluation studies in a systematic manner used in the scientific method are:

Our desire to know the importance of the purposes we are trying to achieve in relation to the many purposes placed upon the field of social service.

Our desire to know the direction of the efforts that we are undertaking. Are they moving in balanced directions with the directions of educational and social efforts and common goals?

Our desire to know what goals our efforts have achieved.

Examine the methods that we use in our efforts and our service in line "with the continuous development".

Our desire to know the results are whether they are commensurate with the efforts and funds that were spent on the services provided (Khader, 1996, pp. 456-457).

##### **Evaluation functions:**

The main function of the evaluation is to provide the necessary feedback to maintain the balance and continuity of the educational process system. Evaluation can be classified into two categories, namely- :

##### **Educational functions:**

1 -Evaluating the inputs and revealing their adequacy. This includes evaluating the objectives, content, learning and teaching strategies, the initial level of students, their needs, problems and tendencies.

2 -Evaluating the outputs, which is what students acquire in the cognitive, emotional and skill aspects in light of the desired goals.

3 -Evaluating the course of the education process and choosing the success of this path (in terms of content, learning and teaching strategies, and the interaction that takes place in the education system) with the intention of correcting and directing the path as always (Rushdie et al., 1984, p. 34).

##### **Organizational functions:**

1 -Obtaining the necessary information to guide students scientifically and professionally, and developing the necessary plans and programs for that.

2 -Obtaining the necessary information on the adequacy of the (teaching) teacher in his teaching method and style.

3 -Measuring the adequacy of the equipment and means of the educational institution and indicating its shortcomings.

4 -Evaluation is an essential part of the educational system or system, and the relationship is essential between it and the components of the educational process and judging the value of the general goals adopted by the educational institution, which emphasize taking into account the characteristics, the nature of the learner, the needs of society, and the nature of the material for teaching (Muhammad, 2004, p. 400).

#### **Second. Training deficiencies**

##### **The concept of training deficiencies**

This concept is defined as what it takes to complete a deficiency or deficiency in it (Mario, 1983, p: 637). Darwish and Takla define it as: the set of changes required to be brought about in the individual related to his

knowledge, skills, experiences, behavior, and directions to make him fit for a higher position, or to perform the competencies and duties of his current job with high efficiency (Abdul Karim and Layla, 1980, p. 603).

Some define this concept as the disparity between what is and what ought to be. To reach the identification of training needs, we must define the behavior or performance to be changed or developed, and the target behavior or performance after training, and it is noticed that the difference or difference between the target behavior or performance is the basis for knowing the degree of training need that we seek to reach (Al-Khatib, 1995, p. 660 )

There are those who define it as the deficiencies that may characterize the performance of workers in an organization - for any reason, which must be included in the training programs provided to these workers in order to improve this performance (Al-Sabbagh, 1994, p. 147.)

**•The importance of identifying training deficiencies**

A- Identifying them is an indicator that correctly directs training in these sub-processes.

B- It helps in focusing on good performance, and the main goal of training.

C- The identification of training needs clarifies the individuals to be trained, the type of training required, and the results expected of them.

D- In the absence of defining or imprecisely identifying training needs, it leads to wasted effort, time and money (Dora, 1991, p. 8).

**Varieties of training deficiencies:**

**There are several ways to classify it, including:**

1 -Classifying according to the goal, i.e. classifying it into- :

A- Ordinary needs or deficiencies to improve the performance of individuals, such as courses in educational methods.

B - Operational needs or deficiencies to raise the efficiency of work, such as courses on how to use a new administrative system or a new work method.

C- Developmental needs or deficiencies to increase the effectiveness of the organization, such as courses for preparing integrated cadres to run a technical unit, or allocating grants for those wishing to work in the future in the organization or currently working (Mario, 1983, p: 637).

2 -Classifying them according to the time period, i.e. classifying them into :

A- Urgent (immediate – unplanned).

B- Close range (planned).

T - Future (development / long-term plan).

3 -Classifying it according to the size or intensity of the training, i.e. its classification into- :

A- Individual needs or deficiencies.

B- Group needs or deficiencies.

4 -Classifying them according to the training method or method, i.e. classifying it into- :

A- Needs for on-site / practical practical training.

B- Needs for cognitive training in theoretical rooms.

5 -Classifying it according to the place of training or its destination, i.e. classifying it into- :

A- Training needs on the job, depending on internal expertise.

B - Training needs outside work depending on training centers and bodies or similar institutions (Hassan and others, 1990, pp. 77-78).

**The conditions to be met by the trainees**

1 -To have a wide knowledge of special psychological and educational theories that explain teaching and learning processes and individual differences between individuals, in addition to mastering the skills of using training samples.

2 -One of the conditions for the success of the training programs is the availability of suitable places for the implementation of these programs, and the established objectives may not be achieved due to poor choice of training location. The training climate, such as the classroom and training arrangements outside the buildings, workplace, and other locations, may influence the choice of activity. We must ensure that the climate or training environment is adequately equipped, such as having audio-visual equipment, as well as open spaces for activity. The arrangement and arrangement procedures are under the control of the trainer, with the provision of assistive devices and machines when needed.

3 -That there is an incentive for workers to accept training, with the motive of improving their performance and developing their competencies. Motives consist of several complex factors that keep the individual's activity strong. This activity is what takes upon itself to achieve personal goals. The availability of material and moral incentives is a necessary thing that should be available in any training program.

4 -Providing transportation is important for the trainees if they come from far away, and the place of training is not familiar to them. Moving is usually expensive and needs special organization. When the trainees come from one region or close areas, their participation in one means of transportation is a beneficial thing, in addition to that it increases their share in the educational outcomes because they share ideas and opinions on the round trip (Talib, 1995, p. 30).

### **Third. Professional guidance**

#### **•A brief history of the origins of vocational guidance**

Career guidance originated in 1908 AD by (Frank Parsons) who is considered the first founder in America. He believes that individuals can make correct professional decisions if they have accurate information about their abilities, personal characteristics, and conditions for success in different professions, and he has set two basic conditions for vocational guidance, namely, that he must study and know his abilities, aptitudes and inclinations, and provide him with adequate information about the different professions, and what these professions require. Of his preparations and inclinations so that he can choose from among them the profession that suits him. (Abdul Aziz and Atwi, 2009, p. 130), and his book (Choosing a Profession) is a Bible for vocational guidance and every specialist in the field of vocational guidance must read from time to time, as Parsons outlines in this book the basic and sound steps that must be followed when choosing a profession From the professions (Al-Mishaan, 1993, p. 15).

#### **•Theories of vocational guidance**

##### **Theory (Super)**

Sober was influenced by Rogers' theory of self, as Sober believes that individuals tend to choose the professions in which they can achieve their concept of themselves and express themselves, and the formation of a professional self that matches the concept of self.

##### **So Soper focused in his theory of career growth (1953) on the following:**

- The importance of self-knowledge accurate, correct and clear.
- The importance of understanding geographical and personal factors that interact and influence professional decision.
- The importance of understanding the stages of professional and personal growth and their interaction with self-concept.
- The importance of knowing the extent of professional maturity (individual experience and professional awareness).

##### **There are three psychological foundations that form the general framework of Soper's theory:**

First / Self-concept.

Second / Alvarqi Psychology.

Third / Developmental Psychology (Al-Khalidi and others, 2011, p. 25).

##### **•Holland occupational styles theory**

Holland believes that a person's choice of a profession is a product of genetics, environmental and cultural factors, and the strength of personality, including that of colleagues, parents, and social class. Holland assumes that people can be classified on the basis of how similar their personal characteristics are into several types, and the environments in which they live can be classified into several classes or environments. And that the combination of personality styles with environmental patterns leads to occupational stability (Abdel Aziz and Atwi, 2009, p. 154), and that individuals search for environments that match their personalities and continue in them, where they are happier, more satisfied and productive in such environments compared to personalities that do not match With their environments, Holland believes that the congruence between the personality of an individual and a certain profession is the main factor in professional selection, stability in the profession, and a sense of satisfaction. His personality. (Omar et al. 2010, p. 468).

##### **One of Holland's basic assumptions**

1 -There are six types of environments that are the same as the six personality types, and each environment represents a personality model that agrees with it, for example people who enjoy realism are present in realistic environments more than the presence of people who are distinguished by social.

2 -Individuals search for an environment in which they can display, express and benefit from their skills and abilities.

The behavior of the individual is the result of an overlap between his personality and the characteristics of his environment, and therefore the individual can be understood if his personality model is known and the type of environment to which he belongs (Rabi`, 2010, p. 445).

• **Anne Roe's theory**

One of the basic assumptions of (Ann Roe) is that the basic elements of personality are due to early interactions between parents and children, and therefore they determine the orientation of children towards careers, and the focus of her attention revolves around early childhood, as she is mainly concerned with the emotional nature of relationships that develop between parents (Ataya, 2009, p. 66).

**These basic assumptions of the theory are:**

- 1 -Everyone has an innate tendency to consume and spend energy, and this drainage relates to early childhood experiences.
- 2 -Satisfying or not satisfying needs, and the methods of education affect the professional decision-making process.
- 3 -The needs that meet satisfaction do not become subconscious or suppressed motives for the individual.
- 4 -The needs that are at the top of the pyramid, such as self-realization, if they are not satisfied, they will disappear.
- 5 -The needs that lie at the bottom of the pyramid, such as the physiological needs that have been satisfied, they will be controlling motives and will stand in the way of the emergence of the needs that follow in the pyramid.
- 6 -The needs that are delayed and then satisfied, become subconscious motives (Abu Hammad, 2008, p. 359).

**Ginsberg theory**

(Ginsberg) believes that there are four basic variables that control the professional selection process, which are the factor of realism, the type of education, emotional factors and values, as he believes that the professional decisions taken by the individual do not come from a vacuum but rather came to meet a specific reality in a person's life, and that the pressure of the environment. On the other hand, he believes that the educational process and the type and level of education play a major role in professional selection. (Abd al-Aziz and Atwi, 2009, p. 147).

**Basic concepts in theory**

- 1 -Professional selection is a continuous and evolving process of growth that occurs within a clear age period.
- 2 -The professional selection process starts from a very early age, and takes a long time, and this choice is made over many years of the individual's life and personal growth.
- 3 -The professional selection process ends with the compatibility between the desires and values of the individual and the available opportunities.

Stages of professional growth in Ginsberg

First / the stage of imagination.

Second / the phase of practice and experimentation.

Third / the stage of imagination. (Al-Khalidi et al., 2011, p. 3)

Situational theory (by Corbaltz, Michel and Gillet)

The owners of this theory believe that there are factors outside the ability of the individual that he cannot control, which play a fundamental role in his career, including his academic and professional decisions and choices. He believes that his personal expectations are not independent of the expectations of the society to which he belongs, especially women, as they are affected by the prevailing social conditions in their society more than males and this applies largely to conservative societies (Sheikh Mahmoud, 2008, p. 280).

The social theory places its focus on social and cultural factors and tends to view the individual as the product of the interaction between those factors, and stresses the importance of social class, family, school and community, peer pressure and the perception of the role as factors affecting growth and professional development (Abu Asaad, 2011, p. 184).

They also referred to chance as a major and important factor in choosing a profession, and Pandora pointed to the events occurring by chance and their impact on shaping human life, such as unintended encounters and interviews that take place between individuals, with no prior knowledge between them and by a third party that affect the individual's professional life. Significantly, it indicates that social conditions and coincidence do not operate in isolation from individual characteristics. Rather, it is the interaction of social and individual factors together that can determine the effects of chance on a person's life (Al-Khalidi et al., 2011, p. 46).

**Blau theory**

Blau emphasized in his theory of external institutions and bodies such as universities and colleges, and business owners and their impact on professional selection. Blau was interested in the role that institutions and bodies play in shaping the detailed hierarchical structure of the individual. For the professional selection process.

The social structure consists of the types of existing activities, patterns of social interaction, and ideas circulating between different groups). It affects personal growth and determines the economic and social

conditions through which the selection process takes place. Blau added that the economic situation and the requirements of the labor market are two factors that interfere with the individual's professional selection process (Al-Mashaan, 1993, p. 231).

**Fourthly. Educational guide**

The counselor provides the guiding process for normal individuals as they are helped to confront their problems and overcome them in order to achieve mental health and sound harmony, and throughout the school the counselor cares about students who request or need help to address these problems.

Hence, the guide is based on the principle that individuals need a measure of outside help in order to solve their problems, and this can be explained by the fact that the individual becomes unable to think logically if he gets mixed up with things, so the help that he receives in the form of guidance is necessary as it gains him enough insight. It makes him able to face the problem by himself (Al-Asadi and Ibrahim, 2003, p.16).

**Chapter III**

**Research methodology and procedures**

This chapter includes a description of the procedures carried out by the researcher to achieve the objectives of the research, and it is summarized by describing the research community and how to select the sample, preparing an evaluation tool to identify training deficiencies in professional guidance by the educational counselor, verifying their validity and consistency, and then determining the statistical means that the researcher used to reach To the search results.

**Research Methodology**

The researcher used the descriptive approach, to measure the level of training deficiencies in vocational guidance by the educational counselor through building its own tool, and this approach is one of the most common and widespread approaches in educational research.

**Research community**

The research community includes (educational counselors and continuing services who graduated from the departments of psychological counseling and educational guidance in Iraqi universities and distributors to intermediate and preparatory schools in Maysan governorate for the academic year (2019-2020) and their number (140) counselors and mentors.

**The research sample**

Since the current research aims to build a tool for evaluating training deficiencies in vocational guidance by the educational counselor, the research procedures required the selection of a sample of educational counselors, with a percentage (73%) of the original community to be researched and the adult (140) counselors and mentors were chosen. (103) male and female mentors (63) female guides, and (40) male guides were chosen randomly, as shown in Table (1).

**Table No. (1)**

Number of guides	The number of mentors	The research sample	research community
63	40	103	140

**Search tool**

The researcher used the questionnaire to evaluate training deficiencies in career guidance by the educational counselor, which he built as a tool to achieve his research objectives, as shown in Appendix No. (3.)

**Methods of verifying honesty and constancy**

The researcher used the apparent validity to verify the validity of the research tool. As for the reliability, the researcher used the re-test method as a means to verify the stability of the research tool. The reliability coefficient was (0,82), which is a high reliability coefficient that is acceptable for psychological tests and measures.

**Search tool application**

After completing the preparation of the research tool and ensuring its validity and stability, the basic application was carried out on the basic research sample of 103 male and female mentors with the aim of evaluating training needs in career guidance by educational counselors, and identifying the significance of the differences between them in terms of gender.

**Fifth: statistical methods**

The researcher used the following statistical methods:

- 1 .The percentage for the purpose of diagnosing the expert committee's opinions regarding the validity of the instrument's paragraphs.
- 2 .Pearson Correlation Coefficient, to find the relationship between the first and second applications of the tool to calculate the reliability coefficient.

- 3 .The weighted mean equation to determine the likelihood of respondents 'answers for each of the paragraphs.
- 4 .The percentage weight equation for the arrangement of the paragraphs in general.
5. The T-Test. Test to test the significance of differences of two unrelated mediums and two unequal samples.

**The fourth chapter**

**View and interpret results**

This chapter includes a presentation of the findings of the current research related to the evaluation of training needs in career guidance by educational counselors, and their analysis and interpretation in the light of the research objectives.

The first objective: To identify the extent of the capacity of the field of professional theories to develop training deficiencies in career guidance by the educational counselor.

In order to identify the extent of the field of professional theories on developing training deficiencies in vocational guidance by the educational guide, the researcher extracted the weighted mean and percentage weight for each paragraph from the instrument's paragraphs, where the average score of the five-point scale of (3) scales was calculated to separate between the verified and non Achieved and illustrated in Table (2).

**Table No. (2)**

**It shows the weighted mean, percentage weight, and rank for each paragraph in this field**

Weight percent	Weighted center	Paragraphs	The mattress	Sequence Domain vertebrae
84,4	4,22	I have no idea about professional theories	1	1
80,6	4,03	I help students identify professions that are compatible with their abilities according to professional theories	2	2
78,4	3,92	I need to know the stages of professional growth according to Soper's theory	5	3
87,4	3,92	I do not have information on how to apply professional theories	4	4
78,2	3,91	I need to get to know (social) theory in vocational guidance	13	5
74,8	3,74	I need to know about Anne Roe's theory of occupational needs	11	6
73,2	3,66	I need to know the concept of professional maturity	7	7
68,8	3,44	I need to know the concept of professional self and its effect on career choice	6	8
68,2	3,41	I am able to perform the process of career guidance for students according to the professional theories	3	9
66,2	3,31	I have no knowledge of Ginseberg's theory	8	10



65,6	3,28	I need to know Holland's theory.	14	11
65,2	3,26	I need to know the stages of a career decision in Ginsberg	9	12
64,2	3,21	Knowing the forms of family upbringing and their relationship to professional choice	12	13
62,4	3,12	I need to know Holland's theory.	10	14

The field consists of (14) paragraphs, and from the observation of Table No. (2), we find that all of them are achieved. Their weighted means ranged between (4.22) and (3.12), while their percentage weights were from (84.4) to (62.4). This is what the results of the statistical analysis indicated, that vocational guidance is unable in the field of professional theories to develop training deficiencies in career guidance by educational counselors, and the researcher explains this to their poor possession of information on how to apply professional theories, and also they have no idea about professional theories. And they need to learn about occupations that are compatible with their abilities according to professional theories.

The second objective: to identify the extent of the capacity of the professions classification field to develop training deficiencies in vocational guidance by the educational counselor.

In order to know the extent of the ability of the professions classification field to develop training deficiencies in vocational guidance by the educational guide, the researcher extracted the weighted mean and the percentage weight for each paragraph from the instrument's paragraphs, where the average score of the five-point scale of (3) scales was calculated to separate the verified and unmet paragraphs Achieved and shown in Table (3).

**Table No. (3)**

**It shows the weighted mean, percentage weight, and rank for each paragraph in this field**

Weight percent	Weighted center	Paragraphs	The mattress	sequence Domain vertebrae
87,2	4,36	I discuss with the students collectively about the nature of the majors	1	1
85,4	4,27	Explain vocational schools and their divisions for students	2	2
79,8	3,99	I need to know the pros and cons of the profession	5	3
87,4	3,92	I need to know the country's needs for the right kinds of occupations	4	4
78,2	3,91	The ability to see the importance of professions classification	12	5
74,6	3,73	The need to know the requirements of each profession in terms of experience, training, intelligence, endurance and physical coordination	11	6

73,2	3,66	The mentor should know the labor market and its requirements	7	7
69	3,45	The guide must identify the physical and mental capabilities that the profession needs	6	8
68,2	3,41	The ability to see the importance of professions classification. Has knowledge of the types of occupations classified in occupational theories	3	9
66,2	3,31	I have no knowledge of Anne Rowe's professions classification.	8	10
65,6	3,28	The importance of knowing the basics and laws of joining the profession	13	11
65,2	3,26	I need to know the professional environments of Holland.	9	12
64,6	3,23	Learn about the disciplines that are appropriate for women	15	13
63,2	3,16	I need to know the personality styles of the Hole End.	10	14
60,2	3,10	The importance of knowing the incentives and work conditions	14	15

The field consists of (15) paragraphs, and from the observation of the table, we find that all of them are achieved. Their weighted means ranged between (4.36) and (3.10) and their percentage weights were from (87.2) to (60.2). This is what the results of the statistical analysis indicated, that it is necessary to develop training deficiencies in vocational guidance by educational counselors in the field of occupational classification, and the researcher explains this to collectively discuss students about the nature of specializations, clarify vocational schools and their departments to students, and be able to see the importance of classification Professions in order to get acquainted with the foundations and laws of joining the profession, the importance of knowing the incentives and working conditions, as well as identifying the physical and mental capabilities that the profession needs, and they need to know the pros and cons of the profession..

The third objective: To identify the extent of the metrology field's ability to develop training deficiencies in career guidance by the educational counselor.

In order to identify the extent of the metrics field's ability to develop training deficiencies in professional guidance by the educational guide, the researcher extracted the weighted mean and percentage weight for each paragraph from the instrument's paragraphs, where the average score of the five-point scale of (3) was calculated as scales to separate the verified and unfulfilled paragraphs and shown in Table (4).

**Table No. (4)**  
**It shows the weighted mean, percentage weight, and rank for each paragraph in this field**

Weight percent	Weighted center	Paragraphs	The mattress	sequence Domain vertebrae
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87,8	4,39	I work to know the desires and preferences of students through psychological measurement	1	1
81,2	4,06	I need to know how to recognize the interests and desires of students	2	2
79,4	3,97	The need to know the Kyodor career orientation scale	10	3
87,4	3,92	I need preparation for various tests and metrics	4	4
78,2	3,91	The need to analyze the work in terms of physical, intellectual and visual needs	12	5
74,5	3,71	The need to analyze the individual in terms of his potential	11	6
73,8	3,69	I need to know studying students' preferences	7	7
71,4	3,57	I need to be familiar with IQ scales	6	8
69,8	3,49	I am not familiar with the trend scales	3	9
66,2	3,31	The need to know values and their influence on professional choice	8	10
65,8	3,29	I need to know the study of students 'tendencies. I do not have knowledge of the various methods needed to analyze a student's personality	5	11
65,2	3,26	Need to know the Starwong Occupational Orientation Scale	9	12

The field consists of (12) paragraphs, and from the observation of Table No. (4), we find that all of them are achieved. Their weighted means ranged between (4.39) and (3.26) and their percentage weights were from (87.8) to (65.2) ). This is what the results of the statistical analysis indicated, that vocational guidance is unable in the field of standards to develop training deficiencies among educational counselors, and the researcher explains this as their lack or need to know measures of tendencies and trends in order to know how to identify students' professional tendencies and desires and values and their impact on their choice. The professional, as well as not have knowledge of the various means needed to analyze the student's personality.

Fourth Objective: To identify the extent of the ability of the training requirements field to develop training deficiencies in vocational guidance by the educational counselor.

In order to know the extent of the training requirements field's ability to develop training needs in career guidance by educational counselors, the researcher extracted the weighted mean and percentage weight for each paragraph from the tool's paragraphs, where the average score of the five-point scale of (3) scales was calculated to separate the verified and unfulfilled paragraphs. And shown in Table (5).

**Table No. (5)**
**It shows the weighted mean, percentage weight, and rank for each paragraph in this field**

Weight percent	Weighted center	Paragraphs	The mattress	sequence Domain vertebrae
88,8	4,44	I do not feel that I have self-confidence	2	1
86,6	4,33	I listen well to what the student says	1	2
77,6	3,88	I do not accept the career guidance process	5	3
70,6	3,53	I have a familiarity with extension techniques and methods	4	4
69,8	3,49	Identify the factors that affect the career selection process	12	5
67,4	3,37	The need to know the means of counseling to know the student's environmental and family conditions	11	6
67,4	3,37	I am hosting mentoring personnel to guide students	7	7
67,2	3,36	The success of the orientation depends on the acceptance of the students	6	8
66,6	3,33	I do extracurricular activities like visiting factories and factories	3	9
66,2	3,31	I am not ready to undertake the career guidance process	8	10
65,6	3,28	The need to know the ethics of a career counselor	13	11
65,2	3,26	I have knowledge of the job market	9	12
64,2	3,21	I have knowledge of the students 'professional needs	10	13

The field consists of (13) paragraphs, and from the observation of the table, we find that all of them are fulfilled. Their weighted means ranged between (4.44) and (3.21), and their percentage weights were from (88.8) to (64.2). This is what the results of the statistical analysis indicated, that vocational guidance is unable in the field of training requirements to develop training deficiencies among educational counselors, and the researcher explains this to their lack of acceptance of the vocational guidance process, their unwillingness to undertake the process of vocational guidance, and lack of knowledge of the students' professional needs. And the lack of good listening to what the student says, as well as the lack of work to host personnel specialized in guidance to guide students, which contributed to weakening the development of training needs of educational counselors in this field.

Fifth Objective: To identify whether there are statistically significant differences at the level of (0.05) among the individuals of the basic research sample in the general average of each of the ability of the field (professional theories, classification of professions, standards, training needs, training requirements) to develop aspects of The lack of training in vocational guidance by the educational counselor according to the gender variable (males, females).

To verify the validity of this goal, the researcher used the T-Test for two unequal samples between the two sex variables (males and females). The mean value of the male variable was (164,450) with a standard deviation of (55,886), while it reached The arithmetic mean of the female variable is (192,873) and a standard deviation of (50,607). The calculated value of (T) is (2,608), which is greater than the tabular value of (T) of (1,980) at the level of significance (0, 05) with a degree of freedom (101), and this result indicates that there are statistically significant differences between males and females in terms of the extent of the ability of the field (occupational theories, occupational classification, standards, training needs, training requirements) to develop training deficiencies in vocational guidance before The educational guide, as shown in Table (6).

**Table No. (6)**  
**Shows the value of the T (T) calculated by gender (male - female)**

The level of statistical significance is 0.05	Tabular T value	T value	standard deviation	SMA	Gender variable
Function	1,980	Calculated	55,886	164,450	Males
			50,607	192,873	Females

**Chapter V**  
**Conclusions**

The results of the current research were summarized as follows:

- 1 -Building a tool to correct training deficiencies in vocational guidance by the educational counselor.
- 2 -Identifying the training deficiencies achieved. Facing the unfulfilled training deficiency in the professional guidance of the educational counselor
- 3 -The existence of statistically significant differences at the level of (0.05) among the individuals of the basic research sample in the general average for each of the ability of the field (professional theories, occupational classification, standards, training needs, training requirements) to develop training deficiencies in vocational guidance By the gender variable (males, females).

**Recommendations**

The researcher recommends the following:

- 1 -Teaching the vocational guidance subject as a subject in the educational and psychological departments and educational counseling at the primary university level.
- 2 -Preparing activities and training courses specialized in career counseling and guidance on a periodic and annual basis in educational and psychological institutions.

**The proposals**

- 1 -Conducting a study to identify the effect of the training program on professional guidance for educational counselors.
- 2- Conducting an evaluation study similar to the current study to identify the level of training deficiencies in career guidance by educational counselors according to a variable (specialization, occupational and scientific standing)

**Appendices**

**Appendix No. (1)**

Maysan University / College of Education  
Department of Educational and Psychological Sciences

The researcher intends to conduct a study aimed at ((evaluating training deficiencies in vocational guidance by the educational advisor)), and one of the research requirements is to build a tool to evaluate training needs in their vocational guidance. In view of your experience and knowledge in this field, the researcher therefore requests that you clarify your opinion on the validity of the paragraphs by placing a sign (ii) in the appropriate field in front of the paragraph and any other additions that you deem appropriate and necessary that are not mentioned.

With much gratitude and appreciation to you

1 -Full name:

2 -Scientific title:

3 -Specialization:

4 -Job location:

**((Scale of Training Needs Assessment in Career Guidance by Educational Advisors))**

**First: The field of professional theories on developing training deficiencies in vocational guidance**

Need to be modified	Non Valid	Valid	Paragraphs	T
			I have no idea about professional theories	1
			I help students identify professions that are compatible with their abilities according to professional theories	2
			I am able to perform the process of career guidance for students according to the professional theories	3
			I do not have information on how to apply professional theories	4
			I need to know the stages of professional growth according to Soper's theory	5
			I need to get to know the concept of professional self and its effect on career choice	6
			I need to know the concept of professional maturity	7
			I have no knowledge of Ginseberg's theory	8
			I need to know the stages of a career decision in Ginsberg	9
			I need to know about professional compatibility issues	10
			I need to know about Anne Roe's theory of occupational needs	11
			Knowing the forms of family upbringing and their relationship to professional choice	12
			I need to get to know (social) theory in vocational guidance	13
			I need to know Holland's theory.	14

**Second: The field of professions classification on developing training deficiencies in vocational guidance**

Need to be modified	Non Valid	Valid	Paragraphs	T
			I discuss with the students collectively about the nature of the majors	1
			Explain vocational schools and their divisions for students	2
			Has knowledge of the types of occupations classified in occupational theory	3
			I need to know the country's needs for the right kinds of occupations	4
			I need to know the pros and cons of the profession	5
			The guide must identify the physical and mental capabilities that the profession needs	6
			The mentor should know the labor market and its requirements	7
			I have no knowledge of Anne Rowe's professions classification.	8
			I need to know the professional environments of Holland.	9
			I need to know the personality styles of the Hole End.	10
			The need to know the requirements of each profession in terms of	11

			experience, training, intelligence, endurance and physical coordination	
			Access to the importance of professions classification	12
			The importance of knowing the basics and laws of joining the profession	13
			The importance of knowing the incentives and work conditions	14
			Access to specializations that are appropriate for women	15

**Third, the field of metrics on developing training deficiencies in vocational guidance**

Need to be modified	Non Valid	Valid	Paragraphs	T
			I work to know the desires and preferences of students through psychological measurement	1
			I need to know how to recognize the interests and desires of students	2
			I am not familiar with the trend scales	3
			I need preparation for various tests and metrics	4
			I do not have knowledge of the various methods needed to analyze a student's personality	5
			I need to be familiar with IQ scales	6
			I need to know studying students' tendencies	7
			The need to know values and their impact on professional choice	8
			Need to know the Starwong Occupational Orientation Scale	9
			The need to know the Kyodor career orientation scale	10
			The need to analyze the individual in terms of his potential	11
			The need to analyze the work in terms of physical, intellectual and visual needs	12

**Fourth, the field of training requirements on developing training deficiencies in vocational guidance**

Need to be modified	Non Valid	Valid	Paragraphs	T
			I listen well to what the student says	1
			I don't feel self-confident	2
			I do extracurricular activities like visiting factories and factories	3
			I have a familiarity with extension techniques and methods	4
			I do not accept the career guidance process	5
			The success of the orientation depends on the acceptance of the students	6
			I am hosting mentoring personnel to guide students	7
			I am not ready to undertake the career guidance process	8
			I have knowledge of the job market	9
			I have knowledge of the students 'professional needs	10
			The need to know the means of counseling to know the student's environmental and family conditions	11
			Identify the factors that affect the career selection process	12
			The need to know the ethics of a career counselor	13

Annex No. (2)

**The names of the specialized arbitration experts to whom the paragraphs of the questionnaire were presented**

Workplace	Jurisdiction	The name	T
Basra University / College of Education / Department of Psychological Counseling and Educational Guidance	Psychological counseling and educational guidance	a. Dr.. Ayad Ismail Saleh	1
Basra University / College of Education / Human Sciences	Curricula and teaching methods	Prof. Salah Khalifa Al-Lami	2
Basra University / College of Education / Department of Psychological Counseling and Educational Guidance	Psychological counseling and educational guidance	a. Dr. Batoul Banai Zubairi	3
Maysan University / College of Education / Department of Educational and Psychological Sciences	Educational Psychology	Prof. Ammar Tohma Jassim	4
Maysan University / College of Education / Department of Educational and Psychological Sciences	Curricula and teaching methods	Prof. Salam Naji Ghadban	5
Maysan University / College of Education / Department of Educational and Psychological Sciences	Curricula and teaching methods	Prof. Dr. Najm Abdullah Ghalib	6
Basra University / College of Education / Department of Educational and Psychological Sciences	Psychological counseling / special education	Mother . Dr. Abdul Karim Zayer Resan Al-Muzani	7
Maysan University / College of Education / Department of Educational and Psychological Sciences	Curricula and teaching methods	Mother. Dr. Muhammad Mahdi Sakhy	8
Maysan University / College of Education / Department of Educational and Psychological Sciences	psychology	Mother . Suad Salman Hassan	9
Maysan University / College of Education / Department of Educational and Psychological Sciences	Curricula and teaching methods	Mother . Saad Tohme Abilil	10

**Annex No. (3)**

**The final questionnaire**

The researcher intends to conduct a scientific study aimed at ((evaluating training deficiencies in vocational guidance by the educational advisor)), so the researcher requests to state your point of view in each paragraph of the questionnaire and answer it accurately and objectively and not leave any unanswered paragraph according to the instructions shown Below and your answer will be appreciated.

**Instructions**

On the page you will find paragraphs in front of each paragraph four alternatives, put a mark (√) in front of the choice or the appropriate alternative for each of the paragraphs.

(Scale of evaluating training deficiencies in vocational guidance by the educational counselor)



**First: The field of professional theories on developing training deficiencies in vocational guidance**

Slightly OK very	Slightly OK	Medium OK	Greatly OK	Very much OK	Paragraphs	T
					I have no idea about professional theories	1
					I help students identify professions that are compatible with their abilities according to professional theories	2
					I am able to perform the process of career guidance for students according to the professional theories	3
					I do not have information on how to apply professional theories	4
					I need to know the stages of professional growth according to Soper's theory	5
					I need to know the concept of professional self and its effect on career choice	6
					I need to know the concept of professional maturity	7
					I have no knowledge of Ginseberg's theory	8
					I need to know the stages of a career decision in Ginsberg	9
					I need to know about professional compatibility issues	10
					I need to know about Anne Roe's theory of occupational needs	11
					Knowing the problems of family upbringing and its relationship to professional selection	12
					I need to get to know (social) theory in vocational guidance	13
					I need to know Holland's theory.	14

**Second: The field of professions classification on developing training deficiencies in vocational guidance**

Slightly OK very	Slightly OK	Medium OK	Greatly OK	Very much OK	Paragraphs	T
					I discuss with the students collectively about the nature of the majors	1
					Explain vocational schools and their divisions for students	2
					Has knowledge of the types of occupations classified in occupational theory	3
					I need to know the country's needs for the right kinds of occupations	4
					I need to know the pros and cons of the profession	5
					The guide must identify the physical and mental capabilities that the profession needs	6
					The mentor should know the labor market and its requirements	7
					I have no knowledge of Anne Rowe's professions classification.	8
					I need to know the professional environments of Holland.	9
					I need to know the personality styles of the Hole End.	10

					The need to know the requirements of each profession in terms of experience, training, intelligence, endurance and physical coordination	11
					The ability to see the importance of professions classification	12
					The importance of knowing the basics and laws of joining the profession	13
					The importance of knowing the incentives and work conditions	14
					Learn about the disciplines that are appropriate for women	15

**Third, the field of metrics on developing training deficiencies in vocational guidance**

Slightly OK very	A few degrees OK	Medium OK	Greatly OK	Very much OK	Paragraphs	T
					I work to know the desires and preferences of students through psychological measurement	1
					I need to know how to recognize the interests and desires of students	2
					I am not familiar with the trend scales	3
					I need preparation for various tests and metrics	4
					I do not have knowledge of the various methods needed to analyze a student's personality	5
					I need to be familiar with IQ scales	6
					I need to know studying students' preferences	7
					The need to know values and their impact on professional choice	8
					The need to familiarize yourself with the Stereong Occupational Orientation Scale	9
					The need to know the Kyodor career orientation scale	10
					The need to analyze the individual in terms of his potential	11
					The need to analyze the work in terms of physical, intellectual and visual needs	12

**Fourth, the field of training requirements on developing training deficiencies in vocational guidance**

Slightly OK very	Slightly OK	Medium OK	Greatly OK	Very much OK	Paragraphs	T
					I listen well to what the student says	1
					I don't feel self-confident	2
					I do extracurricular activities like visiting factories and factories	3
					I have a familiarity with extension techniques and methods	4
					I do not accept the career guidance process	5
					The success of the orientation depends on the acceptance of the students	6
					I am hosting mentoring personnel to guide students	7

					I am not ready to undertake the career guidance process	8
					I have knowledge of the job market	9
					I have knowledge of the students' professional needs	10
					The need to know the means of counseling to know the student's environmental and family conditions	11
					Identify the factors that affect the career selection process	12
					The need to know the ethics of a career counselor	13

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